

The Progress in International Reading Literacy Study (PIRLS)

An international assessment and research project designed to measure reading achievement at the fourth-grade level, as well as school and teacher practices related to instruction. Fourth-grade students complete a reading assessment and a questionnaire that addresses their attitudes toward reading and their reading habits. Questionnaires are also given to students' teachers and school principals to gather information about students' school experiences in developing reading literacy. PIRLS complements what we learn from national assessments by providing valuable benchmark information on how U.S. students compare to students around the world. PIRLS allows educators, researchers, and policymakers to examine other education systems for practices that could have applications to the United States, and it contributes to ongoing discussions of ways to improve the quality of education of all students.

Since 2001, PIRLS has been administered every 5 years, with the United States participating in all past assessments. PIRLS is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and conducted in the United States by the National Center for Education Statistics (NCES). Beginning in 2016 and continuing in 2021 and beyond education systems participating in PIRLS could choose to administer online informational reading tasks. Education systems participating in paper PIRLS will administer the traditional PIRLS items, which are based on literary and informational passages. Education systems participating in digital PIRLS will administer an integrated assessment, which will include both the traditional PIRLS assessment in digital format as well as the interactive PIRLS items.

[Find out more about PIRLS](#)

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